

# 2021 Annual Implementation Plan

## for improving student outcomes

Aspendale Primary School (4193)



Submitted for review by Coby Larrieu (School Principal) on 14 December, 2020 at 02:17 PM  
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 16 December, 2020 at 03:20 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

Positive climate for learning	Empowering students and building school pride	Excelling
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Excelling




<b>Enter your reflective comments</b>	<p>Our plans for 2020 were impacted by the COVID-19 pandemic. As a result of this, we paused our AIP and chose to focus on the Department's remote learning priorities. Our staff and community worked together well to transition our student's learning from on-site to remote learning. Some highlights were: the creation of an online learning platform using Google Classroom resulting in a huge upskilling of our staff and students' digital skills, the willingness of our staff to create something new, an increase in collegiality between teaching teams, increased connection school and home as a result of our daily morning meetings, an increase of connection between our school and our community through communication, flexibility to parent feedback throughout to adjust the learning program, small group learning tasks from our teachers and consistent follow-up on each child's wellbeing.</p> <p>Despite pausing the AIP, we continued with one of the actions to implement the school wide positive behaviour framework at our school. The behaviour matrix was developed through a series of virtual sessions, incorporating staff, student and community feedback. A professional development day was held to develop the behaviour flowchart.</p>
<b>Considerations for 2021</b>	<p>Three Department priorities  Cohort data analysis (prioritise year levels with concerning data)</p>

	Student data analysis (identify those to take part in the tutoring program) Maximising collaborative time between teachers to focus on addressing student need Continuing to build their pedagogical knowledge to maximise our effectiveness Staff wellbeing
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve achievement outcomes in Literacy and Numeracy for every student
<b>Target 2.1</b>	By the end of the SSP NAPLAN Relative growth data will show that in reading writing and numeracy the low growth will be at or below 20%
<b>Target 2.2</b>	By the end of the SSP, NAPLAN top two bands data will show the percentage of students maintaining top two bands achievement between Years 3 and 5 in: <ul style="list-style-type: none"> <li>• Reading at 90%,</li> <li>• Writing at 40%</li> <li>• Numeracy at 75%</li> </ul>

<b>Target 2.3</b>	By the end of the SSP the difference between teacher judgement and NAPLAN at Year 3 will be less than 15% in Reading, Writing and Number
<b>Target 2.4</b>	By the end of the SSP the SSS outcomes in: <ul style="list-style-type: none"> <li>• academic emphasis will be at or above 90% positive</li> <li>• understand data analysis at or above 90% positive</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	To build curriculum knowledge in staff
<b>Key Improvement Strategy 2.b</b> Building practice excellence	To build pedagogical capabilities in staff
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	To use data effectively across the school
<b>Goal 3</b>	To improve student agency and voice in the school
<b>Target 3.1</b>	By the end of the SSP the AToSS will show: <ul style="list-style-type: none"> <li>• student agency at or above 85% positive response,</li> <li>• stimulating learning at or above 90%,</li> <li>• self regulation and goal setting at or above 90%</li> </ul>
<b>Target 3.2</b>	The Panel recommended use of additional survey data across the school to determine levels of positive response.


	A survey/feedback tool to measure student data relating to wellbeing and student agency will be finalised in Term 1, 2020. Baseline data will inform a target to be entered by Term 2, 2020.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To establish and implement effective two way feedback processes across the school between students and staff
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	To embed the involvement of students in curriculum co-design of units and assessment rubrics in units of Inquiry
<b>Goal 4</b>	To enhance student wellbeing
<b>Target 4.1</b>	 <p>By the end of the SSP the AToSS will show:</p> <ul style="list-style-type: none"> <li>• All dimensions in Learner characteristics and dispositions to be at or above 90% positive response</li> </ul>
<b>Target 4.2</b>	 <p>By the end of the SSP the POS will show:</p> <ul style="list-style-type: none"> <li>• Parent community engagement variables to be at or above 85% positive response</li> </ul>
<b>Target 4.3</b>	

	<p>By the end of the SSP the Attendance data will show:</p> <p>Maintenance of the percentage of students absent for 20 or more days at or below 11%</p>
<p><b>Key Improvement Strategy 4.a</b> Health and wellbeing</p>	<p>Develop and implement a whole school wellbeing framework</p>
<p><b>Key Improvement Strategy 4.b</b> Building communities</p>	<p>Enhance authentic partnerships with students, their families and the broader community</p>
<p><b>Key Improvement Strategy 4.c</b> Parents and carers as partners</p>	<p>Develop and implement a consistent communication strategy with parents</p>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> <li>- To have further embedded the SWPBP within the school and the school community.</li> <li>- Created and implemented the tutoring program utilising data sets across whole school to identify gaps within individual students learning.</li> </ul>
To improve achievement outcomes in Literacy and Numeracy for every student	No	By the end of the SSP NAPLAN Relative growth data will show that in reading writing and numeracy the low growth will be at or below 20%	
		<p>By the end of the SSP, NAPLAN top two bands data will show the percentage of students maintaining top two bands achievement between Years 3 and 5 in:</p> <ul style="list-style-type: none"> <li>• Reading at 90%,</li> <li>• Writing at 40%</li> <li>• Numeracy at 75%</li> </ul>	

		By the end of the SSP the difference between teacher judgement and NAPLAN at Year 3 will be less than 15% in Reading, Writing and Number	
		By the end of the SSP the SSS outcomes in: <ul style="list-style-type: none"> <li>• academic emphasis will be at or above 90% positive</li> <li>• understand data analysis at or above 90% positive</li> </ul>	
To improve student agency and voice in the school	No	By the end of the SSP the AToSS will show: <ul style="list-style-type: none"> <li>• student agency at or above 85% positive response,</li> <li>• stimulating learning at or above 90%,</li> <li>• self regulation and goal setting at or above 90%</li> </ul>	
		The Panel recommended use of additional survey data across the school to determine levels of positive response.  A survey/feedback tool to measure student data relating to wellbeing and student agency will be finalised in Term 1, 2020. Baseline data will inform a target to be entered by Term 2, 2020.	
To enhance student wellbeing	Yes	 By the end of the SSP the AToSS will show:	All dimensions in Learner characteristics and dispositions to be at 88% positive response.

		<ul style="list-style-type: none"> <li>All dimensions in Learner characteristics and dispositions to be at or above 90% positive response</li> </ul>	
		<p>By the end of the SSP the POS will show:</p> <ul style="list-style-type: none"> <li>Parent community engagement variables to be at or above 85% positive response</li> </ul>	For parent community engagement variables to be at 85% positive response.
		<p>By the end of the SSP the Attendance data will show:</p> <p>Maintenance of the percentage of students absent for 20 or more days at or below 11%</p>	To maintain the percentage of students absent for 20 or more day to be at or below 11%.

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- To have further embedded the SWPBP within the school and the school community.</li> <li>- Created and implemented the tutoring program utilising data sets across whole school to identify gaps within individual students learning.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	To enhance student wellbeing	
<b>12 Month Target 2.1</b>	All dimensions in Learner characteristics and dispositions to be at 88% positive response.	
<b>12 Month Target 2.2</b>	For parent community engagement variables to be at 85% positive response.	
<b>12 Month Target 2.3</b>	To maintain the percentage of students absent for 20 or more day to be at or below 11%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Develop and implement a whole school wellbeing framework	Yes
<b>KIS 2</b> Building communities	Enhance authentic partnerships with students, their families and the broader community	No

<b>KIS 3</b> Parents and carers as partners	Develop and implement a consistent communication strategy with parents	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We are keeping this goal as we move forward into 2021 as it is part of our four year strategic plan. This year saw us implement the initial stages of the School Wide Positive Behaviour Support Program.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- To have further embedded the SWPBP within the school and the school community.</li> <li>- Created and implemented the tutoring program utilising data sets across whole school to identify gaps within individual students learning.</li> </ul>			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	- Develop data literacy of teachers and ES staff to inform understanding of student needs and progress and identify students requiring additional support.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- PLC/PLTs will meet to engage in reflective practices, evaluate and plan curriculum, assessments, lessons</li> <li>- Teachers will confidently and accurately identify student learning and the needs of their students,</li> <li>- Teachers will consistently implement the agreed assessment schedule.</li> <li>- Teachers and leaders will regularly update data walls and teachers will provide regular feedback and monitor student progress using data walls.</li> <li>- Nominated or relevant teachers and leaders will establish intervention, small group tutoring.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Classroom observations and learning walks demonstrating take up of professional learning strategies.</li> <li>- Formative and summative assessment data.</li> <li>- Data walls indicating clear student progress.</li> <li>- Differentiated curriculum documents and evidence of student learning at different levels.</li> <li>- Appointment/staffing of programs.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Creation and utilisation of common PLT agenda.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC meeting schedule	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Creation of data walls	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify students for tutoring program.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC whole school meetings	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Formalise an agreed approach to monitoring and response to student wellbeing needs.			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing.</li> <li>- Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.</li> <li>- At risk students will be identified and receive targeted support in a timely manner,</li> <li>- Teachers and leaders will integrate social-emotional learning into school practice, policies and programs.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documentation of frameworks, policies or programs.</li> <li>- Observation of changes to classroom practices and whole schools settings.</li> <li>- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing processes.</li> <li>- Documentation of strategies, teachers and students will use in classes and at school.</li> <li>- Date used to identify students that are in need of support.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Introduce behaviour matrix	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Consult with staff on behaviour monitoring process	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document incidents on Sentral.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Creation of wellbeing mini lessons.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
Establish year level representation on the Wellbeing Committee.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	-Strengthen relationships with parents/carers/kin and conduct regular pulse checks.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teacher will have strong relationships with parents, students, carers and kins.</li> <li>- Leaders will prioritise for staff to communicate and build relationships with parents/carers/kin.</li> <li>- Students, parents/carers/kins will feel as though they belong and they are seen .</li> </ul>			
<b>Success Indicators</b>	- Pulse checks			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Create surveys	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Schedule surveys	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Parent/teacher communication pathways	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To enhance student wellbeing			
<b>12 Month Target 2.1</b>	All dimensions in Learner characteristics and dispositions to be at 88% positive response.			
<b>12 Month Target 2.2</b>	For parent community engagement variables to be at 85% positive response.			
<b>12 Month Target 2.3</b>	To maintain the percentage of students absent for 20 or more day to be at or below 11%.			
<b>KIS 1</b> Health and wellbeing	Develop and implement a whole school wellbeing framework			
<b>Actions</b>	Formalise an agreed approach to monitoring and response to student wellbeing needs.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing.</li> <li>- Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.</li> <li>- At risk students will be identified and receive targeted support in a timely manner,</li> <li>- Teachers and leaders will integrate social-emotional learning into school practice, policies and programs.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documentation of frameworks, policies or programs.</li> <li>- Observation of changes to classroom practices and whole schools settings.</li> <li>- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing processes.</li> <li>- Documentation of strategies, teachers and students will use in classes and at school.</li> <li>- Date used to identify students that are in need of support.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Introduce behaviour matrix.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Consult with staff on behaviour monitoring process.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Document incident on Sentral.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Creation of wellbeing mini lessons.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish year level representation on the Wellbeing Committee.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$10,000.00	\$0.00

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Identify students for tutoring program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	
<b>Totals</b>			\$10,000.00	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Creation of data walls	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Preparation</li> <li>☑ Moderated assessment of student learning</li> <li>☑ Collaborative Inquiry/Action Research team</li> </ul>	☑ PLC/PLT Meeting	<ul style="list-style-type: none"> <li>☑ Teaching partners</li> <li>☑ Learning Specialist</li> <li>☑ Literacy Leaders</li> <li>☑ Pedagogical Model</li> <li>☑ High Impact Teaching Strategies (HITS)</li> <li>☑ Numeracy leader</li> </ul>	☑ On-site
PLC whole school meetings	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Curriculum development</li> <li>☑ Peer observation including feedback and reflection</li> <li>☑ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>☑ Formal School Meeting / Internal Professional Learning Sessions</li> <li>☑ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>☑ Learning Specialist</li> <li>☑ Literacy Leaders</li> <li>☑ Numeracy leader</li> </ul>	☑ On-site
Document incidents on Sentral.	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Preparation</li> <li>☑ Peer observation including feedback and reflection</li> <li>☑ Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li>☑ Formal School Meeting / Internal Professional Learning Sessions</li> <li>☑ PLC/PLT Meeting</li> </ul>	☑ Learning Specialist	☑ On-site
Creation of wellbeing mini lessons.	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Planning</li> <li>☑ Curriculum development</li> <li>☑ Formalised PLC/PLTs</li> </ul>	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site

